

# Fall 2021 Faculty Commons Program

Welcome back to those of us returning to teach in the new year! And, welcome to the 40 or so new tenure-track and adjunct faculty starting this fall. The Faculty Commons continues to respond to the current needs and wants of our faculty to best serve our students. Across the curriculum, we are framing our work with students through a culturally responsive and sustaining lens. Our faculty are actively engaged in breaking the oppressive systemic cycles by learning, implementing, and sharing their promising practices. One of my favorite aspects of the Faculty Commons is how we create a community of sharing, growth, and commitment to change.

This fall we are continuing to offer some of our most popular and highly practical workshops for equitable teaching in an almost post-COVID environment: **High 5 in the Blended Classroom**, **Preparing for an Inclusive Hybrid Course**, and **the Nuts and Bolts of College Instruction**. If you are new to college instruction, have never taught in a hybrid or blended course, or would like to refresh your equity-creating teaching skills, those workshops are for you.

With Ron Holland serving as our first Culturally Responsive Practices Lead, we will be running new offerings to move forward with this DEI educational framework. We are building on the past two years of offerings and are pleased to add **Arab Culture 101**, **Whiteness 101**, and **Why Black Lives Matter 201** to the series. Ron and Ahmad Ghashmari will also be facilitating a book club on **Culturally Responsive Teaching & The Brain**. Zhenzhen and José will repeat their popular summer offering **Antiracist Teaching and Assessment**. An important part of culturally sustaining instruction is providing students with opportunities to develop their critical thinking and apply it to their coursework. Sign up for the quarter-long book discussion, **Infusing Critical Thinking into Your Course**, for a practical look at critical thinking.

A new series has evolved - **Have You Ever Thought about ...?** The offerings in this series are meant to inform, inspire, and increase campus involvement in current practices. Topics this fall include:

- Interdisciplinary studies (IDS)
- Social Media across the Curriculum
- Hybrid vs. Blended Instruction
- Partnering with Tutors and Librarians
- Mid-quarter Course Evaluations
- Program Review with an Antiracist Approach
- Open Educational Resources (OERs)

As always, we are offering **mentoring**, **advocacy**, **career development**, **community & wellness**, and **open sessions with administrators** to support you.

**We plan to have the Faculty Commons open Monday-Thursday, 8:30 a.m.- 5 p.m.** If you wish to use the space outside of our regular open hours, please contact [aris.andrade@bellevuecollege.edu](mailto:aris.andrade@bellevuecollege.edu) to request your code to be entered into our electronic lock. Hope to see you soon!

Tonya

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## High-Impact, Equity-Creating Teaching & Learning Frameworks and Practices

Take a deeper dive into teaching and learning frameworks and practices that are based in research on how adults learn, proven to increase retention, and meant to create an equitable learning opportunity for all our students. These workshops prepare faculty to teach in online, hybrid, on-ground, or blended classes. Learning about, practicing, and implementing these frameworks will make a difference to your success as an instructor and in turn the success of your students as learners.

## The Developing Instructor Academy

We are thrilled that three faculty have now completed the full Academy! Will you be next? You might be new to college instruction or have been teaching for years - these workshops are made for you! We identified key elements of equitable college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts of College Instruction**, **Student Engagement**, and **Transparent and Relevant Assessment**. Participants will come away with a theoretical understanding of the topics and practical applications of these integral elements of teaching for your courses. You might discover an area you would like to dive deeper into in future quarter workshops, and Timothy Chang will help you make those plans.

Sign up for one strand this quarter; make a plan to complete all 3 over time.

Days/Times of Synchronous Sessions	Fall	Winter	Spring
4 Wednesdays, 9 – 10:30 a.m.	Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

### Nuts and Bolts of Equitable College Instruction (Updated!)

**Poly-synchronous: October 4 – November 19 on Canvas with 4 required synchronous meetings Wednesdays, October 6 & 20, November 3 & 17, 9-10:30 a.m.**

Are you new to teaching or do you want to revisit some of the foundations of college instruction as it relates to virtual learning? The Nuts and Bolts workshop strand engages faculty in discussions about the fundamentals of being a college instructor, while making practical applications to our courses. Throughout these sessions we introduce evidence-based strategies and intertwine equity, cultural responsiveness, and growth mindsets as we discuss our **syllabi**, **course outcomes**, **lesson plans**, **assignment creation**, and **student support strategies** in the blended classroom. This workshop is designed to provide faculty with an overview of the topics below. Faculty may discover areas they wish to explore further in more intensive workshops.

<b>Culturally Responsive Teaching</b>	Examine how our positionality, implicit biases, and cultural lens impact the students in our classroom. Work to be anti-racist instructors.
<b>The Inclusive Syllabus</b>	Examine the role of instructor presence right from the start of the quarter through paying attention to tone and language used in the first touchpoint we have with our students – the syllabus.
<b>Connecting Outcomes to Performance</b>	How can we design our class with the outcomes in mind and meet those outcomes using traditional and alternative assessment strategies?
<b>TILT Assignment Framework and Student Success</b>	Use the TILT Assignment Framework to revise one assignment, making the “why” behind each assignment clearer for our students.
<b>Universal Design for Learning</b>	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset.
<b>Partnering with Student Support Services</b>	Learn ways faculty can partner with key student service providers on campus (Counseling, MCS, DRC, NdN, Advising) to be in compliance and to enhance student learning and support.
<b>Significance of Reflection</b>	Build student reflection and your own instructor reflection into a regular practice to add depth to learning in the classroom.

### Learning Outcomes:

Participants in this workshop series will be able to:

- Articulate how positionality and implicit bias impact our classroom environment and how to create a more equitable classroom.
- Identify and apply culturally responsive strategies in their classes.
- Identify the components of an inclusive syllabus and construct one for their courses.
- Construct and revise one assignment using the TILT assignment framework to enhance clarity of expectations for students.
- Understand and apply the Universal Design for Learning (UDL) principles to all facets of their teaching and classroom environment.
- Describe the importance of reflection in learning and create reflection activities.

### 25 PD Hours

**\$500 stipend\*** for completing required work and attending a minimum of 3 of the synchronous sessions.

**10 seats maximum: FULL**

*For more information, contact Timothy Chang, Developing Instructor Academy Lead*



Creating Community in the Virtual Commons

## Quality Online and Hybrid Pedagogy

### Preparing for an Inclusive Hybrid Course

**Poly-synchronous: October 7 – November 9 on Canvas**

**with two synchronous meetings, Tuesdays, October 12 and November 9, 2:30-4 p.m.**

As we're anticipating a re-opening of the campus in the coming year, we need to start considering how to bring what we've learned about effective teaching in a virtual class to our face-to-face courses. Promoting inclusivity and diversity in the classroom is the instructor's privilege and responsibility. How can we do this in a hybrid or blended class model? Join Archana Alwar to explore how you can apply equity and access practices to hybrid teaching and cultivate a sense of belonging for our students. This workshop will include examples, group discussions, scenarios, role-playing, and opportunities to grow. By the end of the workshop participants will be able to:

- Recognize the scope of inclusivity and diversity in hybrid instruction
- Raise awareness of assumptions and biases in the learning environment
- Provide a balance between in-class and online methods of course delivery to support students learning
- Identify areas of improvement for equity, diversity, and inclusion and diversify the curriculum
- Plan to implement new pedagogical approaches or other changes to your course

**15 PD hours**

**\$250 stipend\***

**1 seat; [Register](#) for Preparing for an Inclusive Hybrid Course**

*For more information, contact [Archana Alwar](#), Adjunct Mentoring Lead.*

**Please note:** You will need to commit to 15 hours of steady work over 5 weeks to fulfill the requirements of this workshop. Participants need to be prepared to complete readings, brief reflection, and thoughtful discussion post every week.

### High 5 in the Blended Classroom

**Poly-synchronous: October 6 – November 5 on Canvas**

**with two synchronous meetings, Fridays, October 8 and November 5, 2:30-4 p.m.**

Even if you've taken High 5 before, we welcome you to dive into how to approach these 5 practices in blended instruction. Virtual classes present new challenges when compared to 100% on-ground classes. How do we build community, connect with our students, create clear assignments, and stay flexible as an instructor? What do the High 5 practices look like in the virtual classroom? This workshop provides you the opportunity to connect with colleagues while adding proven student retention strategies to your blended teaching toolkit. After completion of this workshop, you will be able to implement strategies that help your students in your blended classes to:

1. Feel they belong right from the first day of class
2. Receive timely feedback and recommendations to improve assignments and participation
3. Access a variety of ways to interact with classmates and instructor
4. Increase academic confidence by receiving transparent assignments and assessments
5. Know their instructor has a structured course, but is also flexible when necessary

**15 PD Hours**

**\$250 stipend\***

**12 seats: FULL**

[Archana Alwar](#), Adjunct Mentoring Lead, can answer your questions!

**Please note:** You will need to commit to 15 hours of steady work over 5 weeks to fulfill the requirements of this workshop. Participants need to be prepared to complete readings, brief reflection, and thoughtful discussion post every week.

## Cultural Responsiveness Series

Critical Knowledge of Self, Our Students, and Society

Open to faculty and staff. Registration and pre-session homework required.

The Cultural Responsiveness Series in the Faculty Commons is an evolving set of workshops created by our diverse faculty and staff aimed to support our ongoing professional growth to create supportive, equitable and culturally sustaining learning opportunities for all our students.

A culturally responsive classroom starts with a commitment from the instructor to engage in learning about themselves, their positionality, their cultural identities, and their biases.

The instructor also continually engages in learning about culturally responsive teaching practices and the cultural identities of the students they serve to create meaningful connections between what students learn in school and their cultures, languages, and life experiences.

When instructors engage in professional learning about cultures through a critical lens, they become better equipped to know how to deconstruct the oppressive systems they have been raised in and our disciplines are steeped in. In turn, they can create a more equitable and culturally sustaining classroom for all students, especially those historically oppressed and underrepresented.

We encourage everyone to fully participate in at least one of these workshops every year. Look through the current quarter's offerings and think about what you would like to further understand, and then choose that topic and register!

These offerings are *“open to all people wanting to learn and help, regardless of where they are at in their understanding of equity issues. My hope is that each person can be moved, if only just a little.”* - Ron Holland, Culturally Responsive Practices Lead

## Whiteness 101: Defining White Culture (New)

**Poly-synchronous: Friday, October 15, 12:30 – 3:30 p.m.**

In this interactive workshop, participants will explore the concept of whiteness and their own expression of it. We will discuss terms, common questions, and the basics of white culture and how it supports white supremacy. Participants will read and learn from the work of Black anti-racism scholars and support each other in understanding how to begin divesting from whiteness. The purpose of this workshop is to equip participants with a vocabulary and awareness of whiteness as well as strategies for personally divesting from whiteness, particularly in the classroom and when working with students. This workshop is meant as an introduction or step in the lifelong journey of dismantling white supremacy in ourselves and our institutions.

**6 PD Hours**

**\$100 stipend for faculty who complete the final reflection.**

**10 seats: FULL**

*Questions about this session should be directed to Christina Sciabarra, FYS.*

## Why Black Lives Matter 201: Storytelling as Pedagogy

**Poly-synchronous: 2 Wednesdays, October 27 & November 3, 1:30-3:30 p.m.**

Experience the wonderful world of storytelling as pedagogy! In Why Black Lives Matter 201 we will engage with and discuss the works of famed African American storyteller Diane Ferlatte. We will also practice with The CBE Story: A Strategic Storytelling Toolkit to develop storytelling pedagogical practices that may increase the academic success of Black and other students. The last component of the workshop will be a special project where you will take a complex course concept and explain it in storytelling format.

**8 PD Hours**

**\$150 stipend for faculty who complete the special project.**

**10 seats: FULL**

*Questions about this session should be directed to [Ron Holland](#), English.*

## Arab Culture 101: Dispelling Myths (New)

**Poly-synchronous: 1 Friday, November 12, 9:30 a.m.-12:30 p.m.**

**NEW DATE ADDED! Friday, November 19, 12-3 p.m.**

In this interactive workshop, participants will be introduced to Arab culture. We will dispel myths and misconceptions about Arabs, identify and define major concepts (such as Arab vs Muslim), and touch on the impact of what is happening in the Arab world today on the Arab community in the United States. An important goal of this workshop is to raise our awareness of our own biases and misconceptions so we can be better prepared to address them in our work at the college.

**6 PD Hours**

**\$100 stipend for faculty who complete the final reflection**

**3 seats for November 19: [Register today](#).**

*Questions about this session should be directed to Ahmad Ghashmari, A&H, or Reham Elkhayat, A&H.*

## Antiracist Teaching and Assessment (Extended!)

4 Tuesdays, 2:30-4:30 p.m. October 26- November 16

The American educational system was designed (and has been redesigned again and again) to center Whiteness and colonize the minds of BIPOC students. As agents of this system, all of us—including instructors of color— have been, and continue to be, complicit in this educational legacy. Our complicity in an unjust system says more about the ethics of the system than our morality. All of us consent to racist systems, even as we may criticize or work against them. Consequently, to be complicit in White supremacy and racism is not necessarily a judgment of our own moral codes but rather a recognition of the context in which we operate. Owning our impact as institutional actors is therefore necessary for interrupting the White supremacy culture of our minds, classrooms, and institutions.

In his book *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*, Asao Inoue posits “racism is an assessment problem, which can only be fully solved by changing the system of assessment, by changing the classroom writing assessment ecology.” This workshop will challenge established assessment norms and look for ways to undermine the White Supremacy embodied in our grading standards. We hope that participants will finish the workshop with assessment tools that challenge the idea of grades and what grades are used for in their own teaching contexts.

12 PD Hours

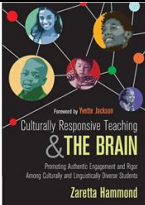
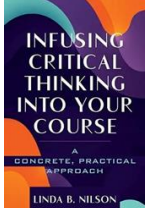
\$250 stipend\*

5 seats available: [Register to save your seat for Antiracist Teaching and Assessment](#)

Please contact Zhenzhen He-Waterford, A&H, José Aparicio, A&H, for more information.

## Book Clubs

This year, the Faculty Commons is continuing our book club series with a focus on equity, antiracism, and social justice.

2021-2022 Book Clubs with a Focus on Culturally Responsive Practices	
Fall	Links to Books
<p><b><i>Culturally Responsive Teaching &amp; The Brain</i></b>, Zaretta Hammond  <b>Facilitators:</b> Ron Holland &amp; Ahmad Ghashmari</p>	
<p><b><i>Infusing Critical Thinking into Your Course</i></b>, Linda B. Nilson  <b>Facilitators:</b> Tonya Estes &amp; Zoë Aleshire</p>	



## Culturally Responsive Teaching & The Brain (New)

5 Thursdays, 10:30-11:30 a.m., October 7 – November 4

Culturally responsive and sustaining teaching practices work to close the opportunity gaps present in our educational system. These teaching frameworks bring together brain-based learning with practices that strengthen the assets of our culturally, linguistically, and neuro diverse students. Zaretta Hammond's book leads us through how culturally responsive practices impact cognitive functions, and when done well, lead to higher and more equitable students learning outcomes. Join Ron and Ahmad to enjoy some 'ah-ha' moments about promoting authentic engagement and rigor among diverse students. You may wish to purchase the book with your division PD funds or on your own, or borrow a book from the Faculty Commons.

**10 PD Hours**

**\$200 stipend\* for attending a minimum of 4 of the 5 sessions and completing a project**

**12 seats maximum: FULL**

*Please reach out to Ron Holland, CRP Lead, or Ahmad Ghashmari, A&H for questions.*

## Infusing Critical Thinking into Your Course (New)

7 Fridays, 10:30 – 11:30 a.m., October 8 – November 19

As college instructors, most of us may consider ourselves to be critical thinkers and our students to be engaged in critical thinking in our courses. Some of us are teaching courses with a critical thinking (CT) outcome, approximately 10% of BC courses, in fact. Are you confident in your definition of critical thinking, your lessons that engage students in it, and your assessments of students' ability to think critically in your discipline? This new book *Infusing Critical Thinking into Your Course* by Linda B Nilson leads college instructors through some of the key frameworks for teaching, learning, and assessing CT. Tonya and Zoë invite you to join us in a deep reading of this book to consider how to apply the ideas to our disciplines. You may wish to purchase the book with your division PD funds or on your own, or borrow a book from the Faculty Commons. The electronic text is also available through EBSCOHost.

**15 PD Hours**

**\$250 stipend\* for attending a minimum of 5 of the 7 sessions and completing a project**

**12 seats maximum: FULL**

*Please reach out to [Tonya Estes](#), Faculty Commons, or Zoë Aleshire, A&H for questions.*



## Have You Ever Thought About ...? A Series to Inspire! (NEW)

This new series in the Faculty Commons grew organically from connections made between our Commons, faculty, and campus areas over the years. A Faculty Commons mission is to inspire faculty to develop by engaging in professional learning. As instructors, we know growth happens in many ways: by learning, teaching others, and interacting with diverse learning communities, to name a few. This series provides a platform for faculty experienced in transformational practices to share and inspire others to try them out! Please read the descriptions for meeting days and times as well as potential PD hours. Then sign up so we know you're coming and can send you a calendar invitation and participation link.

**Have you ever thought about...?**

### Working with Tutors and Librarians: They are here for you and your students

**Wednesday, October 6, 10:30 a.m. - 12 p.m.**

Our Librarians and Writing Lab instructors are here for you and your students! We want to ensure you know about our supports for you and your students and how to access our services. In this session, we will describe a range of types of personalized assistance both areas offer. And, we offer you experiential learning opportunities from a student's perspective. Throughout this session, we will provide insights from our interactions with students on how to make assignments clearer! Commit to this 90-minute professional learning opportunity with Writing Lab Instructors and a Librarian to learn how both departments can support YOU and your students.

[Register Here](#) to receive the calendar invitation and meeting link

*Questions can be directed to Elena Maans-Lorincz, Kayleen Doornbos, or Carli Yip!*

### Teaching Interdisciplinary Studies (IDS) 101 (New)

**Wednesday, October 13, 2:30-4:30 p.m.**

**Thursday, October 28, 3-5 p.m. (2<sup>nd</sup> session added)**

**Why Interdisciplinary Studies** - IDS programs provide students with valuable learning opportunities to synthesize ideas and information from multiple disciplines. They learn to see connections between seemingly disconnected areas of study, thereby developing new insights and potential innovations in areas of interest to them. They become more effective communicators, critical thinkers, reasoners, and appreciators of diverse perspectives. The collaborative skills they develop will transfer to new settings, both academic, work, and other realms of their lives.

What are you passionate about teaching? Stranger Things: Science Fiction and Fantasy writing? Environmental Science, Pop Culture and the Media? Social Justice Movements and changing laws? Come find out how to create a 10-15 credit Interdisciplinary Studies (IDS) course to be taught at Bellevue College. We will brainstorm your classes, help you find your team to teach with, and show you how to complete the application process at the college. This training is hands-on and taught from two instructors who have taught multiple IDS courses at Bellevue College. This workshop will be fully online in the fall quarter to get you prepared to submit your application for teaching an IDS course for the 2022-2023 or the 2023-2024 academic years. Don't be shy...come and get your creative juices flowing with that passion project that is there in your mind—let's make it happen!

[Register Here](#) for calendar invitation and session link

*Please contact Charlene Freyberg, IDS Chair, and Carol Anderson, Social Science, for questions!*

## The Differences between Hybrid and Blended Learning (New)

**Thursday, October 21 from 1:30–3:30 p.m.**

Join us and learn about differences between hybrid learning and blended learning. This offering will focus on the different hybrid learning models, the benefits of each for students and faculty, and challenges of each that we need to be aware of as we transition. You will take away helpful tips to achieve your learning outcomes with hybrid and blended learning. This will be interactive, so you will have a chance to engage and ask questions.

**2 PD Hours**

**15 seats:** [Register](#) for Hybrid Learning vs Blended Learning today!

*Contact Archana Alwar ,Adjunct Mentoring Lead for questions.*

## Using Mid-Quarter Course Evaluations! They Work! (New)

**Thursday, October 28, 1-2:30 p.m.**

Do you ever read your course evaluations wishing you had that information to make changes during the quarter to support those students? Have you ever done, or thought about doing, mid-term evaluations with your students? **Learn about the pilot student feedback project we ran winter and spring 2021, with 28 instructors and 950 students!** We saw how impactful mid-term student evaluations are because they allow you to obtain feedback from your current students to assess how the course is going and be responsive to their feedback. Mid-term evaluations can also show your students that you care about them and their learning and are open to adapting to their needs. This session will provide more details on the why and how of mid-term evaluations in support of you implementing them in your courses.

[Register Here](#) for calendar invitation and session link

*Jen Anderson, mid-quarter evaluation project lead, can answer your questions about this offering.*

## Reviewing Your Program through an Equity Lens (New)

**Friday, November 5, 11:30-1:30**

Over the 2020-2021 academic year, faculty in the Parent Education and Psychology programs committed to reflecting on their student data, teaching practices, and goals through an equity lens. Join Jamie Cho, Parent Ed, and Deepti Karkhanis, Psychology, to learn from their work to transform their programs by breaking cycles of systemic inequities and building new foundations for student success. All are welcome to join this session, learn about these programs' efforts, and engage in a Q&A. If your program is currently engaged in a 5-year review or will be soon, this is an ideal discussion for you and your program colleagues.

[Register Here](#) for calendar invitation and session link

*For more information, please reach out to Jamie Cho or Deepti Karkhanis*

## Integrating Social Media into Your Instruction (New)

**2 Gatherings: Mondays, October 18 & November 8, 12:30-1:30 p.m. (New 1<sup>st</sup> meeting date!)**

Join these sessions to share ideas about integrating a variety of social media into your courses. We know that our students use a variety of media to connect with friends, family, news, information, and entertainment. How can we use them to make a positive impact on our students' learning? This is an informal, sharing community that we would like to meet with monthly to build innovative, safe, and meaningful ways to connect our coursework and students on cool internet applications!

**[Register](#) for the participation link and a calendar invitation.**

*Christina Sciabarra will be convening these meetings! Please reach out to her for more information.*

## Finding and Implementing Open Educational Resources (OERs) For Your Courses

**2 Tuesdays, November 2 & 9, 1:30-3 p.m.**

The materials we choose for our courses impact student success in multiple ways. The relevancy of the content to our students and the cost of those materials are two aspects that faculty can control, and using Open Educational Resources (OERs) is one strategy. Although OERs have been demonstrated to have measurable positive outcomes on student retention and success, many faculty feel overwhelmed and confused by the volume and variety of OER materials available online. By offering help in identifying and evaluating OERs from librarians, we hope to empower faculty to adopt more open pedagogical materials and practices. We will introduce you to open education resources through readings, synchronous and asynchronous discussion with peers, hands-on exploration of OERs, and application of evaluation criteria of OERs.

The workshop will take place over two 90-minute sessions. Participants will be encouraged to find resources on their own between sessions. There will be optional readings provided. Total participation time is estimated to be no more than four hours, including out-of-class work.

**4 PD Hours**

**15 seats: [Register here](#) to discover effective OERs for your students!**

*For more information, contact Michelle Schewe or Chloe Horning, Library*

## Climate Justice Programming

Pressing Topics of Our Times

*For questions about the Climate Justice Program, please contact Sonya Doucette, Climate Justice Lead.*

### Climate Justice Faculty Learning Community

The Climate Justice Faculty Learning Community (FLC) will be fully online this Fall. It involves three synchronous two-hour workshop-style sessions in Fall quarter during which participants hone their knowledge of climate justice issues and learn about ways to bring this issue into one of their courses and involve students in civic engagement around this issue. With significant support, participants emerge from the FLC with one lesson created and ready-to-go for one of their courses that addresses a climate justice issue and involves students in civic engagement. Civic engagement does not necessitate a full-service learning experience if your class does not allow for this and, instead, can involve activities such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities. Participants are not required to have pre-existing specialization or knowledge of climate justice or civic engagement. [See the website for more details!](#)

**20 PD Hours**

**20 seats: [Register to participate!](#)**

**\$500 stipend** (Thanks to Kristen Jones for supporting Climate Justice in the Curriculum effort at Bellevue College)

### Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World

**Fridays: October 8 & 22, November 5 & 19, December 3 & 10 from 11:30 a.m. - 12:30 p.m.**

Have you ever found yourself struggling to have meaningful conversations about climate change, especially with people you care about who may misunderstand the message or distrust the science, and wishing for more effective tools to convey your ideas? Please join us to explore the ideas in "Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World" by climate scientist and evangelical Christian Katharine Hayhoe. "Called 'one of the nation's most effective communicators on climate change' by The New York Times, Katharine Hayhoe knows how to navigate all sides of the conversation on our changing planet. A Canadian climate scientist living in Texas, she negotiates distrust of data, indifference to imminent threats, and resistance to proposed solutions with ease. Over the past fifteen years Hayhoe has found that the most important thing we can do to address climate change is talk about it—and she wants to teach you how. In Saving Us, Hayhoe argues that when it comes to changing hearts and minds, facts are only one part of the equation. We need to find shared values in order to connect our unique identities to collective action. This is not another doomsday narrative about a planet on fire. It is a multilayered look at science, faith, and human psychology, from an icon in her field—recently named chief scientist at The Nature Conservancy. Drawing on interdisciplinary research and personal stories, Hayhoe shows that small conversations can have astonishing results. Saving Us leaves us with the tools to open a dialogue with your loved ones about how we all can play a role in pushing forward for change."

**10 PD hours**

**15 seats maximum**

**[Register Today!](#) Book provided to participants at no cost** (Thanks to Provost Kristen Jones for supporting the Climate Justice in the Curriculum initiative at Bellevue College).

*Led by facilitators Wendy Pickering (ELI, Emeritus) and Michelle McRae (Physical Education)*

## Community & Wellness

Faculty and Staff are Welcome to Join!

### BC Faculty & Staff Singers

Every other Friday, 2:30 - 3:30 p.m. on October 8, 22, November 5, 19, and December 3

#### Virtual Meetings on Zoom

Welcome to our BC Faculty & Staff Singing Group! This is a great opportunity to take some time away from your work and meet other colleagues from campus! For Fall Quarter, we will meet every other Friday and make music together from the safety of our own homes! Aimee Hong, Faculty of Music at BC, who specializes in voice, concert choir and group piano will lead us in these vocal sessions. Come join our vibrant musical community. No experience necessary!

[Sign up](#) and drop by when you can!

For more information, contact Aimee Hong, A&H or Allison Kang, Science.

## The Career Development Suite

Another grouping of offerings is for those of you who are wishing to move forward in your career, whether you are applying for a new position or new promotional level. Over the year, you can participate in one or all the following workshops. No stipends are available for these workshops. See the individual workshop description for the schedule.

Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	
Writing Your Teaching Philosophy Statement	Writing Your Teaching Philosophy Statement	
Writing Your Diversity Statement	Writing Your Diversity Statement	
Preparing for the Interview	Preparing for the Interview	
Applying for Sabbatical Leave	Submit your sabbatical application for the 2022-2023	
	Preparing Your Full-Time Promotion Application	Submit Your FTP Application

## Writing and Updating Your Faculty CV

**2 Mondays, October 18 & 25, 2:30 – 3:30 p.m.**

Is it time to update your CV? Are you confident you know the difference between a resume or CV? How do other college instructors structure their CV? Join your colleagues in this 2-session workshop designed to support your newest CV updates, whether you're applying for a new position, for promotion, or just wanting to keep up with your CV.

**Get this on your schedule today, and [register here!](#)**

*For more information, contact Deepti Karkhanis, Social Science*

## Writing Your Teaching Philosophy Statement

**2 Mondays, November 1 & 8, 2:30-3:30 p.m.**

Do you have a teaching philosophy? Do your students know what it is? Could you articulate it in writing? What about in an in-person interview? A statement of teaching philosophy is often a requirement for tenure-track teaching jobs (and increasingly for adjunct teaching jobs as well) and being able to articulate your teaching philosophy can also be helpful for promotional purposes. Sample statements of teaching philosophy will be shared with participants.

**[Register](#) today to polish up your Teaching Philosophy Statement!**

*For more information, contact Ron Holland, CRP Lead*

## Preparing for the Interview

**2 Tuesdays, November 2 & 16, 1:30 – 2:30 p.m.**

You've made the first cut, and maybe even the second! Now you are called in for the interview. An interview for a full-time faculty position may include a variety of components: a campus tour, a meet and greet, a timed question/answer session, a writing prompt, or a teaching demonstration. Learn more about interviews and consider ways to practice so you are prepared to impress!

**Don't miss this opportunity! [Register](#) to prepare for your interview.**

*Got questions? Contact [Archana Alwar](#), Adjunct Mentoring Lead, or [Tonya Estes](#), Chair.*

## Writing Your Diversity Statement

**2 Thursdays, November 4 & 18, 11:30 a.m. - 12:30 p.m.**

Do you have a current Diversity Statement? Can you articulate your commitment to diversity, equity, and inclusion in writing? What about in an interview? A Diversity Statement is now a requirement for any employment in higher ed and articulating your commitment to diversity and equity is also important for promotional purposes. This 2-session workshop will focus on the types of information commonly looked for in faculty diversity statements. We will also provide opportunities to build your understanding of diversity and reflect on your positionality. Sample statements and rubrics will be shared with participants.

**10 spaces: [Register by October 29](#) to hold your spot and receive pre-workshop homework.**

*For more information, contact [Deepti Karkhanis](#), Social Science.*

## Applying for Sabbatical Leave

**Days and Times TBD**

## Mentoring and Advocacy Suite

### Participate in the Online Adjunct Mentoring Program as a Mentee!

#### Fall 2021/Winter 2022 Cohort

Faculty Commons is still accepting applications for adjunct faculty who are interested in having a mentor for Fall 2021. **All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees. We will accept applicants for Fall Quarter until **Thursday, September 16**. So [register](#) now!! Space still available for fall! Archana Alwar will contact you during opening week to discuss the next steps.

Would you like to earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program? In fall 2021, the mentor-mentee collaboration will be one quarter only. You will be meeting for a minimum of 6 hours during fall quarter. Then, in winter 2022, the entire cohort will have the opportunity to continue working together through regular *Virtual Teaching Talks*. Our program promotes connection, communication, trust, and community. To support the growth of our faculty, we incorporate the practice of reflective conversations on each instructor's current position, goals, and teaching approaches.

#### Our two-quarter mentoring model includes:

##### Fall: One-on-One Mentoring - 6 Hours

In the first quarter, mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities, and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their mentor without the pressure of formal evaluation. Mentees regularly meet their mentors in a mutually agreed upon way. These meetings create opportunities to explore future possibilities and incorporate new understandings.

##### Winter: Virtual Teaching Talks - 6 Hours

Mentees can choose to continue working together through regular Virtual Teaching Talks to share teaching concerns and discuss techniques and strategies with experienced and inspiring instructors. This is open to all adjunct faculty, but adjuncts in the Adjunct Mentoring Program will receive PD hours.

**Mentees:** Upon completion of this two-quarter program, participants will earn a certificate of twelve hours of professional development.

Please use [this link](#) to submit your application.



## Advocacy for faculty comes in many forms through the Faculty Commons

We continue to build our support for faculty by collaborating with BCAHE, the Positive Policies for Adjunct Task Force, and Human Resources to identify current needs and create meaningful offerings. In addition, our staff and leads in the Commons are always here to meet with you, respond to your email, or take a phone call about any topic of concern. We will support you!

Advocacy Offerings 2021-2022		
Fall	Winter	Spring
Adjunct Advocacy Fair	Benefits 201	Adjunct Advocacy Fair
Benefits 201	Rights and Responsibilities	Benefits 201
Adjunct Faculty: What's in the Contract for US?	Unemployment Benefits	Unemployment Benefits
Unemployment Benefits	How to Read Your Paycheck	How to Read Your Paycheck
How to Read Your Paycheck	Introduction to Grants	Introduction to Grants
Introduction to Grants		

### Special Event – the Adjunct Advocacy Fair!!

**Wednesday, October 13, 11 a.m. - 2 p.m.**

<https://bellevuecollege.zoom.us/j/88180657758>

Adjuncts are invited to attend an Adjunct Advocacy Fair organized by the Positive Policies for Adjuncts Committee to provide information useful to adjuncts. Please drop in virtually at any point for important information from Human Resources, Governance, BCAHE (Faculty Union) and Faculty Commons representatives. There will be particular times for sessions about benefits, professional development, governance and union support. Stay tuned for more details coming to your inbox early fall quarter.

### Benefits 201

**Wednesday, October 20, 12-1 p.m.**

<https://bellevuecollege.zoom.us/j/88180657758>

You may already know about your healthcare benefit options, but do you know about DCAP? FSA? LTD? Tuition waivers? Bookstore discounts? Deferred Compensation? The Summer Childcare Subsidy? Curious about the different types of leave, “averaging” and/or the upcoming paid family medical leave? There are a variety of benefits offered to BC employees that you might be missing out on. Representatives from BCAHE and HR will cover these lesser-known benefits and how they might be right for you.

*For more information, contact Tobi Rosenberg, A&H.*

## Adjunct Faculty: What's in the Contract for US? (New)

**Tuesday, October 26, 3-4 p.m.**

<https://bellevuecollege.zoom.us/j/88180657758>

During Campus Equity Week, come learn about your rights and your responsibilities as an adjunct instructor at Bellevue College. We will cover course assignment, office hours, promotion, annual/multi-annual contracts, class caps, course evaluations, performance reviews, participation in college governance, professional development, leave, unemployment insurance, childcare benefits, and more. *For more information, contact Tobi Rosenberg, A&H.*

## Unemployment Benefits for Adjunct Faculty

**Friday, December 10, 1 p.m.-2 p.m.**

<https://bellevuecollege.zoom.us/j/88180657758>

Are you eligible for unemployment benefits? Come find out! Unemployment or reduced-employment benefits are available between quarters! Find out if you are eligible and how to apply. *For more information, contact Tobi Rosenberg, A&H.*

## How to Read Your Paycheck - New for ctLink!

**Tue 11/30/2021 2:30-3:30 p.m.**

[Click here to join the meeting](#)

Curious what all those deductions in your paycheck are for? Wondering who OASI is and why they take a chunk of your paycheck? There have been many questions about how to read paychecks. Particularly, for faculty, it gets really confusing as they may be compensated for attending PD or working on projects and other special assignments. A union representative will lead you through reading your own paycheck!

## Introduction to Grants

**Thursday, October 21 from 3:00 p.m. – 4:00 p.m.**

[Click here to join the meeting](#)

As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded over \$11.7 million last year in grant funding for programs and services across the college like the Worker Retraining program, the Center for Career Connections, and High School Programs. But where did that funding come from, and how can programs pursue new projects using grant money? The Grants Office is offering an Introduction to Grants workshop to help interested faculty and staff learn about grant opportunities, services the Grants Office offers, and how to develop ideas into solid cases for funding.

*For more information contact Brandon Lueken, Grants Coordinator.*

## BC College Administrators and Initiative Leads Drop-in Hours

Take advantage of a direct connection with BC Administrators and Leads! Join us for an open conversation with campus-wide leaders during their drop-in hours. They are interested in discussing what they are working on and hearing what's happening in your area of the college.

Click on the links below to join the meetings. These will be posted and updated on the [Faculty Commons SharePoint calendar](#).

Title - Name	Drop-in Hours
Interim President Governor Gary Locke	<a href="#">Tuesday, Oct. 5, 4-5 p.m.</a> <a href="#">Monday, Nov. 8, 4-5 p.m.</a> <a href="#">Wednesday, Dec. 1, 4-5 p.m.</a> Zoom Meeting ID: 834 4810 6519 <b>Passcode:</b> 572617
Provost Dr. Kristen Jones	<a href="#">Tuesday, Sept. 28, 2-3 p.m.</a> <a href="#">Tuesday, Nov. 16, 3-4 p.m.</a> <a href="#">Monday, Dec. 6, 3-4 p.m.</a> Zoom Meeting ID: 819 7299 7559 <b>Passcode:</b> 715010
VP of Administrative Services Dennis D. Curran	Thursday, Oct. 7 from 2-3p.m. <a href="#">Click here to join the meeting</a> <b>Audio only:</b> <a href="#">+1 206-899-2345,566478511#</a>
VP of Diversity, Equity & Inclusion Consuelo Grier	Monday, Sept. 27, 2-3 p.m. <a href="#">Click here to join the meeting</a> <b>Audio only</b> <a href="#">+1 206-899-2345,959264936#</a>
Associate VP of Academic Affairs Dr. Rob Viens	<a href="#">Friday, Oct. 1, 1-2 p.m.</a> <a href="#">Thursday, Nov. 4, 2-3 p.m.</a> <a href="#">Thursday, Dec. 2, 3-4 p.m.</a> Zoom Meeting ID: 834 2365 2243 <b>Passcode:</b> 822497
Associate VP of Student Affairs Dr. Brenda Ivelisse	Monday, Nov. 15, 2-3 p.m. <a href="#">Click here to join the meeting</a> Audio only: <a href="#">+1 206-899-2345,624427470#</a>
Dean of Connected Learning Dr. Gita Bangera	<a href="#">Wednesday Oct. 6, 1-2 p.m.</a> <a href="#">Thursday Nov. 18, 11 a.m. - 12 p.m.</a> Zoom Meeting ID: 863 9651 9305 <b>Passcode:</b> 678845

## Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
<p><b>Adjunct Mentoring Lead, Archana Alwar</b> Meet with Archana for support and mentoring in adjunct-related topics, including career development and instructional design.</p>	<p><b>Please reach out to schedule an appointment:</b> M &amp; W afternoons, T &amp; Th mornings aalwar@bellevuecollege.edu</p>
<p><b>Culturally Responsive Practices Lead, Ron Holland</b> Connect with Ron for assistance with designing your course to support our diverse student body.</p>	<p><b>Please reach out to schedule an appointment:</b> ron.holland@bellevuecollege.edu <a href="#">Drop in Tuesday's</a>, 1:30 – 2:30 p.m. <b>Passcode:</b> 356781</p>
<p><b>Data/PD Liaison, Humaira Jackson</b> Humaira may be reaching out to you this fall to support your program outcomes assessment process!</p>	<p><b>Humaira's contact information is:</b> hjackson@bellevuecollege.edu</p>
<p><b>Tenure Mentoring Lead, Leslie Lum</b> Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p><b>Please reach out to schedule an appointment:</b> llum@bellevuecollege.edu</p>
<p><b>Climate Justice Lead, Sonya Doucette</b> Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.</p>	<p><b>By appointment:</b> sonya.doucette@bellevuecollege.edu</p>
<p><b>Faculty Commons Director, Tonya Estes</b> Discuss ideas for the Commons, the latest in teaching and learning, mentoring, and advocacy.</p>	<p><b>By appointment, just send me an email – I will respond quickly:</b> tonya.estes@bellevuecollege.edu</p>
<p><b>Disability Resource Center Director, Marisa Hackett</b> Get your questions about working with disabled students or a letter of accommodations answered.</p>	<p><b>Tuesdays, 1 – 2 p.m.</b> <a href="#">Join Microsoft Teams Meeting</a> <a href="#">+1 206-899-2345</a></p>
<p><b>Neurodiversity Navigators Program Director, Sara Gardner</b> Brainstorm solutions to student communication difficulties, designing an inclusive class that meets most accommodations, and questions about neurodiversity.</p>	<p><b>Please send Sara an email or message on Teams any time to ask questions or make an appointment.</b> sara.gardner@bellevuecollege.edu</p>
<p><b>Early Alert Coordinator, Melissa Martinez</b> Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?</p>	<p><b>Wednesdays, 11-12</b> <a href="#">Join Teams Meeting</a> Or email Melissa with your questions: melissaemartinez@bellevuecollege.edu</p>

## CALL FOR PROPOSALS

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross campus collaborations, or another form of professional advancement we haven't even conceived of! Simply make sure your idea fulfills the Mission of the Faculty Commons. Once submitted, the Faculty Commons leadership will review your proposal and work with you to fine-tune it. It's not too early to submit a proposal for Winter or Spring 2022. To be considered for winter, please submit your proposal by **October 18 at the very latest**. [Link to submit proposals](#)

### Thank You to the Faculty Commons Contributors

Zoë Aleshire, A&H	Ron Holland, Culturally Responsive Practices Lead
Archana Alwar, A&H, Adjunct Mentoring Lead	Aimee Hong, A&H
Carol Anderson, Social Science	Chloe Horning, Library
Jen Anderson, A&H	Humaira Jackson, Data/PD Lead
Aris Andrade, Program Manager	Allison Kang, Science
José Aparicio, A&H	Deepti Karkhanis, Social Science
Timothy Chang, A&H	Melinda Lin, Office Assistant
Jamie Cho, HSEWI	Brandon Lueken, Grants
Kayleen Doornbos, ACS	Elena Maans-Lorincz, Library
Sonya Doucette, Climate Justice Lead	Melissa Martinez, Early Alert
Reham Elkhayat, A&H	Leslie Lum, Tenure Mentoring Lead
Tonya Estes, Faculty Commons, Chair	The Positive Policies for Adjuncts Committee
Charlene Freyberg, IDS Chair	Tobi Rosenberg, A&H
Sara Gardner, NdN Program	Michelle Schewe, Library
Ahmad Ghashmari, A&H	Christina Sciabarra, FYS
Marisa Hackett, DRC	Weina Sun, A&H
Zhenzhen He-Weatherford, A&H	Carli Yip, ACS

**\*Stipends** - Most Faculty Commons workshops advancing teaching, learning and assessment frameworks and methodologies offer participants the opportunity to earn a stipend. The workshops with a stipend available may include such activities as scholarly reading, reflective writing, curriculum revision, lesson planning, classroom observations, or presentations. Stipends are tied to deliverables and hours. To receive the stipend, participants must be a current BC faculty member and successfully complete the course and its activities, as well as provide feedback in the form of a course evaluation. Instructors may take a workshop more than once but will receive a stipend only once per workshop.

**\*\*Accommodations** - Please let us know about any accommodations needs you have. Our registration forms have a space for you to communicate with us or send Aris Andrade an email.

**\*\* Faith-based observations** - If you are unable to attend a portion of one of our workshops for faith-based observations, we will make the key components of a workshop available to you. If you have questions, please feel free to contact the facilitator to make arrangements.



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